

Beginning with Fiction

Lesson Preparation

Daily Lesson 5	READING	
	TEKS	Ongoing TEKS
Key Understandings and Guiding Questions	E1.Fig19A,B E1.2B,C	
Vocabulary of Instruction	<ul style="list-style-type: none"> Understanding connections between literary elements facilitates the reader's ability to make meaning of text. —What elements do authors use to help the reader make connections? 	
Materials	<ul style="list-style-type: none"> Historical context Cultural context Figurative language 	
Attachments and Resources	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Fiction text (class set) Chart paper (if applicable) 	
Advance Preparation	<ul style="list-style-type: none"> Teacher Resource: English 1 Unit 01 Writing Appetizer (1) 	
Background Information	<p>1. Prepare to display visuals as appropriate.</p> <p>2. Research the author and time frame in which the selected text was written. Select a section of the text to read aloud which shows the influence of the historical or cultural context of the text as it relates to the figurative language the author uses.</p> <p>3. Refer to Teacher Resource: English 1 Unit 01 Writing Appetizer, Writing Appetizer #3. Prepare to Think Aloud and model creating a theme, conflict, and a character. A character's name, age, speech, emotions, effect on others, actions, and appearance should be quickly developed during Think Aloud so students may see the importance of intentionally planning a literary essay, but the process should not be labored. A few details will suffice. Prepare accordingly.</p> <p>Figurative language - language not intended to be taken literally but layered with meaning through the use of imagery, metaphors, and other literary devices</p> <p>The author's background is important in allowing students to read more deeply. The time frame of the author's life, as well as the time frame of the setting can have a significant impact on a story and on the language the author uses.</p> <p>This Instructional Routine partially assesses Performance Indicator: "Write multiple reflections, including personal and world connections, thoughts, and responses to literary texts and media."</p>	

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Teacher Notes	

Instructional Routines

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Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students analyze the historical and cultural context of a story to draw conclusions about the text.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Writing Appetizer. 2. Reintroduce the selected text. Share important background information about the author as students record the information in the Reader's Notebook. 3. Explain when the text was written and important happenings in government, politics, society, history, etc. Ask: How could the time period affect the language an author uses? Discuss responses. 4. Ask: What other historical or cultural factors might influence the author's style? Discuss responses. Remind students to pay close attention to how people spoke during this time—the words they used, sayings, etc. (Example: fly—insect, fly—what a plane or bird does, fly—the zipper on pants, fly—cool.) 5. Read the selected portion of the text so that students may understand the Flow of the writing. After reading, instruct students to skim the text to identify examples of historical or cultural influence on the author's use of figurative language. Remind students to provide textual evidence for conclusions they draw. As a class, discuss identified examples.
Learning Applications	<ol style="list-style-type: none"> 1. Students continue reading the text individually or in small groups. Support students through small group instruction as needed. 2. As they read, students identify examples of figurative language the author uses. In the Reader's Notebook, students relate how the historical or cultural context influences the writer, supporting their ideas with textual evidence. 3. Monitor and provide assistance as necessary.
Closure	<ol style="list-style-type: none"> 1. Ask: How does the historical or cultural context of a text influence the author's use of figurative language? Volunteers share examples they recorded in the Reader's Notebook.